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# St Peter's Church of England Middle School

## Behaviour for Learning policy

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## 1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how students are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

## 2. Vision

*You yourselves like living stones are being built up– Aspire, Believe, Grow, Achieve*

(Quote taken from: 1 Peter, 2:5) You yourselves like living stones are being built up- valued by God- and a unique member of our school community. You will continue to build firm foundations for life in all its fullness– spiritually, academically, socially and emotionally, as this is at the heart of everything we do. We want you to become a wise, compassionate and responsible citizen in today's multi-faith modern Britain.

### Values and Ethos:

At our core are the values of: Wisdom, Integrity, Trust, Compassion and Fellowship. Through God and these values we will live out our Motto:

To **Aspire** to be the very best we can, to **Believe** in our own abilities and those of the people around us, to **Grow** and develop continually and to **Achieve** the very best we can.

Through these values we encourage all students to demonstrate respect for others. Through the development and application of the School's 5 keys we hope that each student will develop respect for themselves:

- **I make connections**
- **I self-manage**
- **I challenge myself**
- **I'm a creative thinker**
- **I solve problems**

## 3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Low level disruption/Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

### Roles and Responsibilities

#### The school will

- Create a culture of a *TELLING* school, which means that students and staff are encourage to speak up if they are concerned, if they experience bullying or witness bullying.
- Regularly remind students who they can talk to about any concerns, including bullying
- Take all reports of bullying seriously and will investigate any allegation
- Investigate allegations by the appropriate member of pastoral staff, this could be the Tutor, the Pastoral Support, Keystage Pastoral Leader or the Head Teacher

- Keep a record of the allegation and the outcome of the investigation
- Support the victim of bullying, stop the bullying, help with coping strategies and the effects bullying might have left students with.
- Work with the student who has bullied to stop the behaviour, make better choices, this may include the setting of consequences
- Inform parents and carers as appropriate and keep them informed of any actions taken
- Ensure that all staff members who need to know are made aware of any issues, this includes supply staff.
- Involve outside agencies if this is felt appropriate
- Monitor the situation

Students will be encouraged to

- Speak out about their concerns about themselves or others
- Respect others within our fellowship
- Practise encouragement towards each other
- Take part in anti-bullying awareness sessions and activities

Parents / carers are encouraged to

- Share their concerns as they arise with the appropriate member of pastoral staff and any other relevant information.
- Support any sanctions or strategies put in place by the school
- Take the opportunity to discuss bullying with their children
- Take part and support any anti-bullying events organised by the school.

The school governing body

The school governing body is ultimately responsible for this policy and the safety within school. Any concerns raised to the governing body will be followed up promptly and efficiently. It is the governing body's responsibility to review the policy at regular intervals.

Prevention

Anti-bullying prevention is part of our PSHE curriculum and issues around bullying and emotional welfare of our students run through our curriculum and many different subjects.

We are committed to giving our students a voice and the assurance that they will be listened to through student council, retreat days and participation in Anti- Bullying week as and when these are appropriate. It is recognised that the views and cooperation of students, parents, staff and governors are important in the prevention of bullying.

## 5. Roles and responsibilities

### 5.1 The local governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular students
- › Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- › Support their child in adhering to the student code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

## 6. Student code of conduct

In order to achieve our principles and aims for positive behaviour for learning, all students must follow our Code of Conduct, classroom rules and school rules which form part of the home school agreement.

### Code of Conduct

I will:

- Follow the school rules;
- Treat other students and staff courteously and respectfully;
- Demonstrate kindness, helpfulness and forgiveness;
- Take responsibility for my own learning, completing all classwork and homework on time and to the best of my ability;
- Attend school regularly and arrive punctually to school and all lessons;
- Bring all the equipment I need for learning every day;
- Be proud of my appearance and wear the school uniform;
- Be aware that when wearing school uniform, I represent the school and everything it stands for.
- Treat the school's and other people's property with respect and keep the school free from litter and graffiti;
- Use the internet and other technology safely;

## Classroom Rules

I will:

- Arrive at each lesson promptly with all the equipment I need;
- Line up quietly and calmly, in single file, outside the classroom;
- Always have a reading book and read in silence during the register, unless I am directed otherwise;
- Listen carefully and respectfully to anyone speaking, during whole class activities;
- Stay in my seat, unless told otherwise;
- Raise my hand and wait to be chosen if I want to say something;
- Keep all classrooms tidy and my desk clean and organised;
- Be kind and respectful at all times to everyone around me;
- Use the toilets and refill my water bottles at break and lunchtimes (Between lessons only if absolutely necessary)

## School Rules

I will:

- Walk in the corridors
- Eat in the canteen only
- Place all litter in the bins provided
- Keep the corridors clear of bags and equipment
- Play nicely in the playground, no play fighting
- Not buy or sell items nor exchange or lend money
- Not bring in to school/chew chewing gum
- Hand my Mobile Phone in if I have brought one to school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

#### Low level disruption/misbehaviour

At St Peter's we recognise that punishment, used as the sole deterrent, does not work for everyone. Aversive conditioning relies upon the fear of punishment. For some students these conditions cannot be satisfied.

Through research and training staff are aware that sanctions can often be met with unwanted secondary behaviours.

As a principle, students will be offered an alternative solution. Students will be given options to amend their own behaviours.

Staff will:

- Use praise effectively and as often as is appropriate
- Give positive directions
- Avoid confrontation
- Demonstrate care



- Expect compliance

Staff will outline the consequences to continued low level disruption/misbehaviour:

Staff may issue:

- A verbal warning of the consequences to continued misbehaviour
- A rearrangement of the seating plan to support the student
- Withdrawal from a planned activity
- Missed Learning Appointments (MLAs)- these will be no longer than 10 mins, Served at break or lunchtime at the Teacher's discretion.

In the event that low level disruption/misbehaviours do not change:

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report' or using a positive rewards chart

Positive behaviour will be rewarded with:

- Praise
- Merits- These go towards House points
- Merit badges
- Headteacher's Award
- Postcards or phone calls home to parents
- Special responsibilities/privileges

We may use the isolation desk in response to serious or persistent breaches of this policy. Students may be sent to the isolation desk during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The isolation desk is managed by senior members of staff.

### **Serious misbehaviour**

In the event of a serious or continuous breach of the policy staff may apply the following:

Definition of serious misbehaviour:

Including:

- > theft,
- > serious assault,
- > verbal, physical and sexual abuse.
- > criminal behaviour
- > It may also be applied in cases involving smoking/vaping, alcohol, illegal drugs or bringing knives or other weapons into school.

› repeated minor offences or behaviour which disrupts the learning of others

The following sanctions may apply:

- Internal isolation
- Suspension (fixed term exclusion)
- Permanent exclusion

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Internal isolation
- Suspension (fixed term exclusion)
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **7.3 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another student or member of the public
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

## 7.4 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our *managing allegations against staff* policy for more information on responding to allegations of abuse against staff or other students.

## 8. Behaviour management

### 8.1 Physical restraint

In some exceptional circumstances, senior staff and staff with appropriate training may use reasonable force to restrain a student to prevent them:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property

Incidents of physical restraint must:

- › **Always be used as a last resort**
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Student transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **10. Training**

Our staff are provided with training on managing behaviour as part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and local governing board/Quality of Education committee annually. At each review, the policy will be approved by the headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-Bullying strategy
- Managing allegations against staff policy

## Appendix 1: written statement of behaviour principles

*The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst students. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE – July 2013) has been used as a reference in producing this Statement of Behaviour Principles.*

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are set out in a range of school policies including the Behaviour Policies.

The Governors believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At our school, we value everyone as an individual, capable of aspiration, growth and achievement. Our relationships are underpinned by our ethos, vision and values.

We have high expectations that support the development of our students. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under Equality legislation.

- › The School will focus on the fostering of positive and effective relationships, underpinned by mutual respect and an understanding that we are all equal but different.
- › All students understand they have the right to feel safe, valued and respected, and learn free from the disruption of others
- › All students, staff and visitors are free from any form of discrimination
- › All of our policy and practice should be underpinned by our school values: Wisdom, Integrity, Trust Fellowship and Compassion.
- › Staff and volunteers set an excellent example to students at all times
- › A range of rewards and appropriate sanctions are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by students and staff and parents and includes reference to non-criminal behaviour which occurs off of the school's premises and which is reported or witnessed.
- › The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- › Students are helped to take responsibility for their actions
- › Students and Parents are expected to cooperate to maintain a safe and orderly climate for learning
- › The behaviour policy sets out guidance for the use of reasonable force, searching and screening and identifies which items are banned.
- › Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour by students or parents towards staff will not be tolerated in any circumstances.

## Appendix 2: Behaviour Flow Chart

